BEST FOR ALL

We will set all students on a path to success.

2021-22 School Accountability

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TN Department of Education

BEST for ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Housekeeping

- Please mute your speaker during the presentation
  - Questions will be answered during Q&A
- Resources on the Accountability Application and TDOE Website
  - Recording and slides of this presentation
  - [2021-22 Accountability Protocol](#)

Agenda

- 2021-22 Accountability Updates
- School Accountability Indicators
- Student Groups
- School Letter Grades
- School Designations
- Accountability Calendar
- Additional Resources
- Q&A

Objectives

- By the end of this webinar, participants will be able to:
  - Identify major updates in 2021-22 accountability
  - Understand school accountability indicators
  - Identify student groups included in school accountability
  - Understand how letter grades are calculated and assigned to schools
  - Understand how designations are assigned to schools
  - Identify accountability data release timeline and appeals window
  - Identify additional resources available to schools and districts

2021-22 Accountability Updates

Accountability Updates

- Only **math** and **ELA** subjects will be included in 2021-22 school and district accountability, including the calculation of:
  - TCAP participation rate
  - Success rate
  - TVAAS composites
- Letter grades will be issued for schools.
- 2020-21 assessment data will be used to:
  - Calculate 2022 AMO targets for the Achievement indicator; and
  - Calculate the TVAAS Composites used in school and district accountability.
- Adjustments have been made to how schools are identified as Priority and Additional Targeted Support and Improvement (ATSI) in 2021-22.

Accountability Updates

- Test participation rate calculation changes:
  - Medically exempt students (SNT code 4) will be excluded from the participation rate calculation.
  - Reports of Irregularity (RI) will be included in the denominator of the participation rate calculation.
  - Blank or non-attempted records are no longer excluded from participation rate calculations.

  Additional resource and FAQ about these updates are available [here](#).

Accountability Updates

- Students who received an alternate academic diploma (AAD) will be included in the ACT participation rate and the *Ready Graduate* rate calculations.

- "On track" will be replaced with "meets expectations."

- "Mastered" will be replaced with "exceeds expectations."

- Methodology changes in 2022-23
  - The use of confidence intervals for the evaluation of Chronically Out of School, *Ready Graduate* Rate, and Graduation Rate indicators will be replaced with an alternative method (i.e., Quarter AMO) in 2022-23.
  - The use of confidence intervals for the Achievement indicator will remain unchanged in 2022-23.
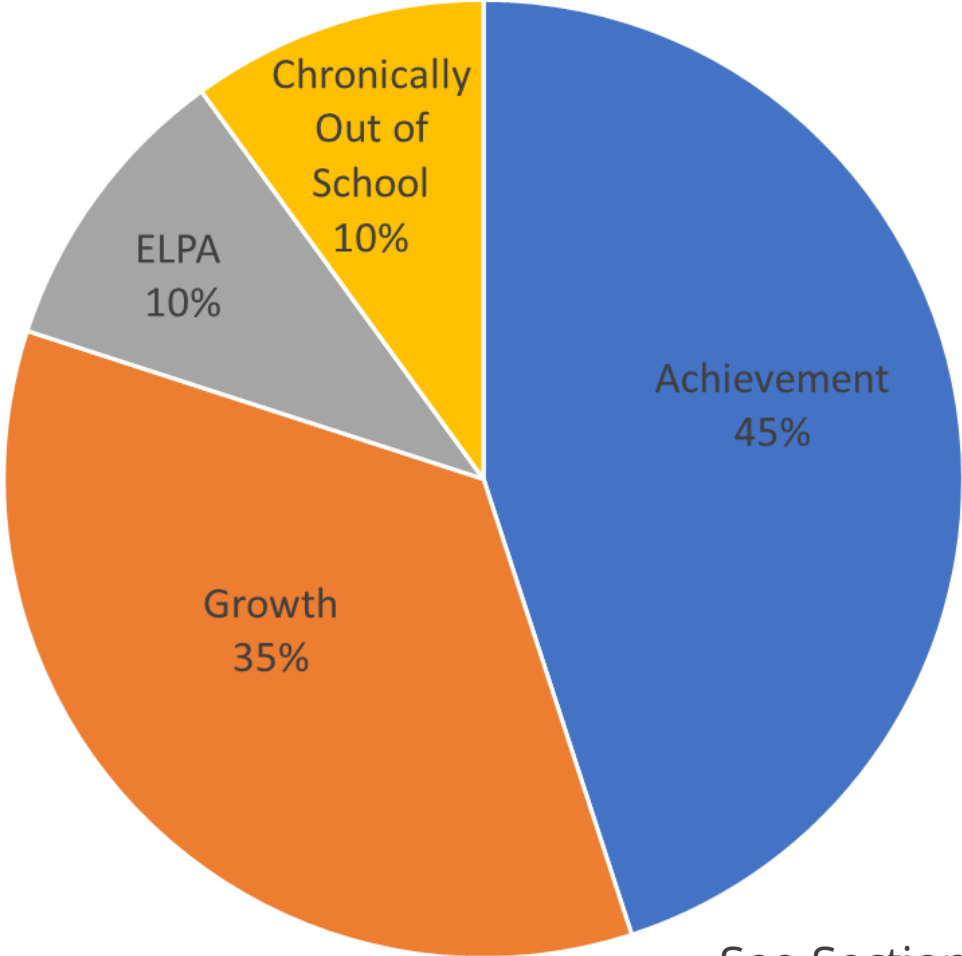
School Accountability Indicators

School Accountability Indicators
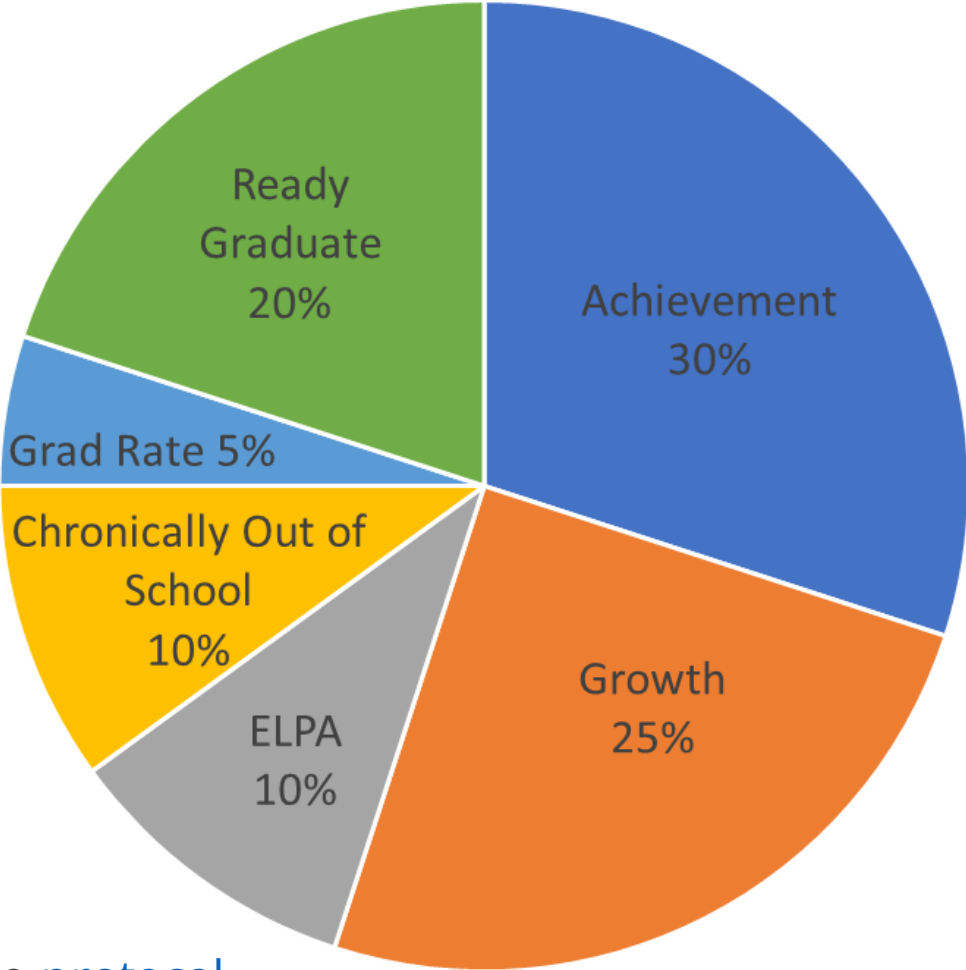
K-8 Schools

Achievement 45%
Growth 35%
ELPA 10%
Chronically Out of School 10%

High Schools

Achievement 30%
Growth 25%
ELPA 10%
Chronically Out of School 10%
Grad Rate 5%
Ready Graduate 20%

See Section 1.2.2 of the protocol.

Evaluation Methods: Absolute vs. AMOs

- Absolute Performance
  - School performance relative to the state
- Annual Measurable Objective (AMO) Targets
  - School performance relative to AMO Targets
- AMO targets formula for the Achievement, Graduation Rate, and *Ready Graduate* Rate

$$\text{AMO target} = \frac{100 - \text{prior performance}}{8 * 2} + \text{prior performance}$$

$$\text{Double AMO target} = \frac{100 - \text{prior performance}}{4 * 2} + \text{prior performance}$$

- AMO targets formula for the Chronically Out of School Rate

$$\text{AMO reduction target} = \text{prior performance} - \frac{\text{prior performance}}{8 * 2}$$

$$\text{Double AMO reduction target} = \text{prior performance} - \frac{\text{prior performance}}{4 * 2}$$

Indicators Overview

Indicator	Definition	Measure for *All Students* and Student Groups	Weight
Achievement	Percent of students *meets expectation* or *exceeds expectation*	Absolute performance **or** AMO targets (set to increase the percent of students scoring *meets expectation* or *exceeds expectation*)	**K-8**: 45% **HS**: 30%
Growth	School-level TVAAS Composite	TVAAS (student-level growth measure across achievement continuum)	**K-8**: 35% **HS**: 25%
Ready Graduate	Percent of students who graduate **and** meet *Ready Graduate* criteria	Absolute performance **or** AMO targets (set to increase the percent of *Ready Graduates*)	**K-8**: NA **HS**: 20%
Graduation Rate	Percent of students in the graduation cohort that graduate on time with a regular diploma	Absolute performance **or** AMO targets (set to increase the graduation rate)	**K-8**: NA **HS**: 5%
Chronically Out of School	Chronic absenteeism, including out-of-school suspension	Absolute performance **or** AMO targets (set to decrease the percent of chronically absent students)	**K-8**: 10% **HS**: 10%
English Language Proficiency Assessment	Performance on WIDA ACCESS	The percent of students meeting growth standards	**K-8**: 10% **HS**: 10%

Achievement Indicator

- School achievement scores reflect **the better score** *between* schools' performance (i.e., 1-year success rate)
  - Relative to the state (i.e., absolute performance bands)
  - Relative to AMO targets
- Example:
  - Prior year's success rate was 55.2%, AMO is 58.0%, current success rate is 46.1%. The school receives 4 points (Grade A).

Grade	Points	Absolute Performance (*All Students* Group and Other Student Groups)	AMO Targets for 2021-22 Accountability
A	4	≥ 45	One-year success rate ≥ double AMO target
B	3	35 – 44.9	One-year success rate ≥ AMO target
C	2	27.5 – 34.9	Upper bound of one-year success rate confidence interval ≥ AMO target
D	1	20 – 27.4	Upper bound of one-year success rate confidence interval > prior one-year success rate
F	0	< 20	Upper bound of one-year success rate confidence interval is ≤ to prior one-year success rate

Achievement Indicator

- Important business rules:
  - Includes subjects in **math** and **ELA** only in 2021-22.

$$\text{One} - \text{year success rate} = \frac{\#\ meets\ expectation\ \text{or}\ exceeds\ expectation\ (\text{math} + \text{ELA} + \text{HS math} + \text{HS ELA})}{\#\text{valid tests (math} + \text{ELA} + \text{HS math} + \text{HS ELA})}$$

  - A score of 0 is assigned if schools do not meet the 95% TCAP participation rate.
  - 50% enrollment rule applies.
    - Students enrolled less than 50% of the year are excluded from the success rate calculation.
    - Students who were enrolled less than 50% of the year <u>and</u> were enrolled at least 50% in another TN school are reassigned to the latter for success rate calculations.

Participation Rate Updates in 2021-22

- Participation rate = # tested / # enrolled * 100
- Updated business rules per ESEA section 1111(b)(2)(B)(i)(II):
  - exclude medically exempted students from participation rate calculation
  - include students **with** a valid score in the **tested** records
  - include students **without** a valid score in the **non-tested** records # enrolled
  - Include the number of tested and non-tested records
  - total number of students who have course enrollment information in EIS
- # tested
  - number of tested records with a **valid** scale score and performance level
- # non-tested
  - number of tested records that do not meet the criteria for tested

Participation Rate Updates in 2021-22

Test Status	Test Status Description	Performance Level	Is the record considered enrolled?	Is the record considered tested?
SNT Codes				
0	Not applicable (i.e., student tested)	As reported	Yes	Yes
1	Absent	Null	Yes	No
2	Not enrolled	Null	No	No
3	Not scheduled	Null	No	No
4	Medically exempt	Null	No	No
5	Residential facility	Null	No	No
6	Student tested on alternative assessment	As reported in alternative assessment testing file	Yes	Based on data in the alternate testing file

Participation Rate Updates in 2021-22

Test Status	Test Status Description	Performance Level	Is the record considered enrolled?	Is the record considered tested?
RI Codes				
0	No RI Status (i.e., student test was valid)	As reported	Yes	Yes
1	Adult potential breach of security	Null	Yes	No
2	Student security breach (i.e., student cheating)	Null	Yes	No
3	Irregular Administration (i.e., wrong accommodations, calculator use)	Null	Yes	No
4	Student tested incorrect grade or subject	Null	Yes	No
5	Student did not participate (i.e., refusal to answer questions)	Null	Yes	No

Participation Rate Updates in 2021-22

Test Status	Test Status Description	Performance Level	Is the record considered enrolled?	Is the record considered tested?
Attemptedness Value				
Y	Yes (Attempted) Student completed enough questions on each subpart to produce a valid score.	As reported	Yes	Yes
N	No (Did Not Attempt) Student did not complete enough questions on each subpart to produce a valid score.	Null	Yes	No
Blank	No student answer document / submitted test was received for this student's test record	Null	Yes	No

Growth Indicator

- School growth scores reflect TVAAS Overall Composite levels.
- The Growth Indicator is calculated for *All Students* group and other student groups.
- In 2021-22, only **math** and **ELA** subjects are included in the Growth indicator for school accountability (i.e., ***TVAAS Combined Literacy and Numeracy Composite***).

Grade	Points	TVAAS Combined Literacy and Numeracy Composite
		(*All Students* Group and Other Student Groups)
A	4	Level 5
B	3	Level 4
C	2	Level 3
D	1	Level 2
F	0	Level 1

Chronically Out of School Indicator

- School Chronically Out of School scores reflect **the better score** *between* schools' performance (i.e., chronically out of school rate)
  – Relative to the state (i.e., absolute performance bands)
  – Relative to AMO targets
- Chronically Out of School rate
  – # chronically absent students / # students enrolled *100
  – Missing 10% or more of instructional days enrolled
  – EIS codes count as absent:
    - A (Excused Absence)
    - U (Unexcused Absence)
    - X (Unexcused Absence, but Present for Transportation)
    - T (Excused Absence, but Present for Transportation)
- 50% enrollment rule applies
  – Students enrolled less than 50% of the year are excluded from the calculation

Chronically Out of School Indicator

Grade	Points	K-8 Absolute Performance	HS Absolute Performance	AMO Targets for 2021-22 Accountability
				(All Students Group and Other Student Groups)
A	4	≤ 6	≤ 10	Percent of chronically absent students ≤ double AMO Target
B	3	6.1 – 9	10.1 – 14	Percent of chronically absent students ≤ AMO target
C	2	9.1 – 13	14.1 – 20	Lower bound of confidence interval of percent of chronically absent students ≤ AMO target
D	1	13.1 – 20	20.1 – 30	Lower bound of confidence interval of percent of chronically absent students < prior year percent of chronically absent students
F	0	> 20	> 30	Lower bound of confidence interval of percent of chronically absent students ≥ prior year percent of chronically absent students

Graduation Rate Indicator

- School Graduation Rate score reflects **the better score** *between* schools' performance (i.e., graduation rate)
  - Relative to the state (i.e., absolute performance)
  - Relative to AMO targets
- Graduation Rate
  - # graduates earn a **regular diploma** or an **alternative academic diploma** (AAD) **on time /** *# students in the graduating cohort * 100*
  - On time is defined as completing high school in four years plus a summer
- Important Business Rules
  - Data for the Graduation Rate indicator lag for one year; 2021 graduating cohort's graduation rate data are used for the 2021-22 accountability
  - Only schools in the high school pool receive points for the indicator
  - High schools that **do not** have at least 30 students in the graduating cohort are placed in the K-8 pool

Graduation Rate Indicator

Grade	Points	Absolute Performance	AMO Targets for 2021-22 Accountability
			(*All Students* and Other Student Groups)
A	4	≥ 95	Graduation rate ≥ double AMO target
B	3	90 – 94.9	Graduation rate ≥ AMO target
C	2	80 – 89.9	Upper bound of confidence interval of graduation rate ≥ AMO target
D	1	67 – 79.9	Upper bound of confidence interval of graduation rate > prior graduation rate
F	0	< 67	Upper bound of confidence interval of graduation rate is ≤ prior year graduation rate

Ready Graduate Rate Indicator

- School *Ready Graduate* Rate scores reflect **the better score** between schools' performance (i.e., *Ready Graduate* rate)...
  - relative to the state (i.e., absolute performance); and
  - relative to AMO targets.
- *Ready Graduate* Rate

$$Ready\ Graduate\ \text{Rate} = \frac{\#\ graduates\ \text{meeting at least one}\ Ready\ Graduate\ \text{criterion}}{\#\ \text{students in the graduating cohort}} * 100$$

Include students earning a regular diploma or an AAD on time (i.e., four years plus a summer)

- Four pathways to be a *Ready Graduate:*
  - Score 21 or higher on ACT or 1060 on SAT
  - Complete 4 early postsecondary opportunities (EPSOs)
  - Complete 2 EPSOs and earn an industry credential
  - Complete 2 EPSOs and score 31 on the ASVAB/AFQT

Ready Graduate Rate Indicator

- Important business rules:
  - Data for the *Ready Graduate* Rate indicator lag for one year; the 2021 graduating cohort's *Ready Graduate* rate data are used for 2021-22 accountability.
  - Only schools in the high school pool receive points for the indicator.
  - A score of 0 is assigned if schools do not meet the 95% ACT participation rate.

$$\text{ACT/SAT Participation Rate} = \frac{\text{\# graduates with a valid ACT/SAT score}}{\text{\# graduates}} * 100$$

Include students earning a regular diploma or an AAD on time (i.e., four years plus a summer)

Ready Graduate Rate Indicator

Grade	Points	Absolute Performance	AMO Targets for 2021-22 Accountability
			(*All Students* and Other Student Groups)
A	4	≥ 40	Percent of *Ready Graduates* ≥ double AMO target
B	3	30 – 39.9	Percent of *Ready Graduates* ≥ AMO target
C	2	25 – 29.9	Upper bound of percent of *Ready Graduates* confidence interval ≥ AMO target
D	1	16 – 24.9	Upper bound of percent of *Ready Graduates* > prior percent of *Ready Graduates*
F	0	< 16	Upper bound of percent of *Ready Graduates* is ≤ prior percent of *Ready Graduates*

2022-23 Proposed Methodology Changes

- 3 Indicators impacted:
  - Chronically Out of School (Section 4.4.3 of the protocol)
  - Graduation Rate (Section 4.4.4 of the protocol)
  - *Ready Graduate* Rate (Section 4.4.5 of the protocol)
- Quarter AMO methodology for the Chronically Out of School indicator

Grade	Points	K-8 Absolute Performance	HS Absolute Performance	AMO Targets for 2022-23 Accountability
		(*All Students* Group and Other Student Groups)		
A	4	≤ 6	≤ 10	Percent of chronically absent students ≤ double AMO target
B	3	6.1 – 9	10.1 – 14	Percent of chronically absent students ≤ AMO target
C	2	9.1 – 13	14.1 – 20	Percent of chronically absent students ≤ 0.25 AMO target
D	1	13.1 – 20	20.1 – 30	-0.75 AMO ≥ Percent of chronically absent students > 0.25 AMO target
F	0	> 20	> 30	Percent of chronically absent students > -0.75 AMO target

English Language Proficiency Assessment (ELPA) Indicator

- Measures **active** EL students' progress in learning English using WIDA.
- Must have a minimum of 10 students with valid WIDA performance levels in both the current <u>and</u> prior year(s) to be eligible.
- Students counted as meeting standards by meeting one of the three criteria:
  - Meet EL exit criteria
  - Meet one-year growth standard
  - Meet two-year growth standard
- WIDA tests do not count towards participation rate.

Grade	Points	Percent of Students Meeting Growth Standards (All Students and Other Student Groups)
A	4	≥ 60
B	3	50 – 59.9
C	2	40 – 49.9
D	1	25 – 39.9
F	0	< 25

Student Groups

Historically Underserved Student Groups

- Students can become included in any of the following groups:
  - Black, Hispanic, and Native American students (BHN)
  - English leaners (EL)
  - Economically disadvantaged students (ED)
  - Students with disabilities (SWD)
- Super Subgroup
  - Only used for school accountability indicators
  - Only used when not meeting minimum n-count for any of the historically underserved student groups for any of the indicators
- Minimum n-count for school accountability
  - 30 for the Achievement, Chronically Out of School, Graduation Rate, and *Ready Graduate* Rate indicators
  - 10 for ELPA indicator

Racial/Ethnic Student Groups

- Overall school rating is calculated for the following student groups for Focus identification purposes:
  - Hispanic/Latino
  - Black or African American
  - American Indian or Alaska Native
  - Native Hawaiian or Pacific Islander
  - Asian
  - White
- Same minimum n-count rules apply

School Letter Grades

School Letter Grade System

- Step 1: Each student group receives an A-F rating for each indicator.
- Step 2: An average rating is calculated for the historically underserved student groups for each indicator.
- Step 3: Within each indicator, an overall indicator score is calculated by applying 60% weight for *All Students* group and 40% weight for the average historically underserved student groups.
- Step 4: An overall school grade (rating) is calculated by applying corresponding weight to each indicator (Overall School Grade Rating rounded to one decimal place).

Table 10: An Example of Converting Indicator Letter Grades across Student Groups into A Letter Grade for a High School

Indicator	All Students (60%) Score/Grade		Historically Underserved Student Groups (40%) Score/Grade		Overall
Achievement (30%)	3	B	3	B	B (3.0)
Growth (25%)	4	A	2	C	A (3.2)
Ready Graduate (20%)	1	D	3	B	C (1.8)
Graduation Rate (5%)	2	C	2	C	C (2.0)
Chronically Out of School (10%)	3	B	3	B	B (3.0)
English Language Proficiency (10%)	3	B	3	B	B (3.0)
Overall School Grade (100%)					B (2.8)

School Letter Grades

- The overall school rating is converted to an A-D rating scale:
  - A: 3.1-4.0
  - B: 2.1-3.0
  - C: 1.1-2.0
  - D: 0.0-1.0
- Priority schools receive a letter grade of F.
  - Priority schools are identified first from each school pool before an A-D letter grade is assigned.
- The letter grade will be first assigned to schools and be presented in the State Report Card this fall.
- More resources will be provided to schools and districts to support the interpretation and understanding of letter grades.

School Designations

School Designations Overview

Type	Designation	Frequency
State	**A-D Letter Grades:** Non-priority schools receive a rating of A-D; schools that receive an A are recognized as Reward Schools.	Each year
	F Letter Grade (Priority): Schools in the bottom 5% based on the success rates earn an F; schools that receive a F are Priority Schools.	Every 3 years*
Federal	**Target Support and Improvement (TSI):** Schools whose overall accountability scores for a given student group are in the bottom five percent for that student group are identified as TSI schools.	Each year
	Additional Target Support and Improvement (ATSI): TSI schools whose student group success rates are less than or equal to the maximum success rate of any Priority school in their pool will be identified as ATSI if they do not also have a score of A or B for each indicator for which that student group is eligible.	Every 3 years*
	Comprehensive Support and Improvement (CSI): Same system as F letter grade (i.e., Priority School)	Every 3 years*

Priority/CSI Schools Identification: State ESSA Plan

- TN State ESSA Plan specified three ways for Priority/CSI identification:
  - Lowest-performing 5% based on the **three-year** success rates
  - Graduation rate less than 67%
  - Consistent low-performing schools among student groups (i.e., schools identified as ATSI schools in two consecutive cycles)
- Safe Harbor
  - Schools with a TVAAS Composite Level of a 4 or 5 in the two most recent years for all accountability subjects will not receive Priority/CSI status.

Priority/CSI Schools Identification in 2021-22

- Data Gaps
  - No achievement data in 2019-20
  - 2020-21 achievement data is prohibited to use for Priority identification
- Adjustments:
  - Lowest-performing 5% based on the **two-year** success rates using 2018-19 and 2021-22 data
  - The Safe Harbor provision will be applied—schools with a TVAAS Combined Numeracy and Literacy Composite Level of a 4 or 5 in 2020-21 <u>and</u> 2021-22 will not receive Priority status
  - Graduation rate less than 67%
  - This will be a **1-year identification** so that schools can receive timely support given the current data gaps

Priority/CSI Schools Identification in 2022-23

- A **three-year identification** will be generated in 2022-23.
  - Lowest-performing 5% based on the **two-year** success rates using 2021-22 and 2022-23 data
  - The Safe Harbor provision will be applied using 2021-22 <u>and</u> 2022-23 TVAAS composites
  - Graduation rate less than 67%
- This 3-year identification will replace the previous one-year identification in its entirety
  - This plan ensures that schools needing the greatest amounts of support will experience an entire three-year support cycle

Priority/CSI Exit Criteria

- To exit Priority status, a school must meet one of the following:
  - One-year success rate exceeds the 10th percentile in the state in both two most recent years.
  - One-year success rate exceeds the 15th percentile in the state in the most recent year.
  - Earns a TVAAS composite level of a 4 or 5 in all accountability subject/content areas for both two most recent school years.
  - If identified for graduating less than 67% of its students, the school can exit by graduating at lease 67% of its students in both two most recent school years.
  - If the school was identified as ATSI for two consecutive cycles, the school can exit by meeting the success rate AMO targets for each student group which the school was identified.

Focus School Identification

- One or more significantly and/or consistently underperforming student group(s)
- Minus sign (-) in a letter grade is an indication of the Focus status
  - A school with an overall grade of C that is identified as a Focus school will have a reported grade of C-
- Federal School Designations:
  - Targeted Support and Improvement (TSI)
  - Additional Targeted Support and Improvement (ATSI)

Focus School Identification

- Focus schools are identified for 10 student groups:
  - Black, Hispanic, and Native American students (BHN)
  - Economically Disadvantaged students (ED)
  - English learners (EL)
  - Students with Disabilities (SWD)
  - Hispanic/Latino
  - Black or African American
  - American Indian or Alaskan Native
  - Native Hawaiian or Pacific Islander
  - Asian
  - White

Targeted Support and Improvement (TSI)

- Identified every year
- Identification criteria:
  - Overall accountability score for a given student group is at the bottom 5% for that student group.
  - Only schools with sufficient data for all relevant indicators (i.e., four indicators for K-8 schools and six indicators for high schools) are eligible.
- Exit criteria:
  - TSI schools may exit if they are not identified as TSI school in the following year.
  - If no new TSI school list is generated for a given year, schools will retain the TSI designation from the previous year until a new TSI list is generated.

Additional Targeted Support and Improvement (ATSI): State ESSA Plan

- Only schools identified as TSI are eligible for ATSI identification
- Two ways to identify ATSI schools:
  - Student group success rates are less than or equal to the maximum success rate of any Priority school in their pool <u>and</u> if none of the indicators for the student group have a score of A or B
  - Graduation rate among the student group less than 67%
- Identified every 3 years following the Priority/CSI identification cycle

ATSI Identification in 2021-22 & 2022-23

- Adjustments are made to align with the Priority/CSI identification cycle.
  - One-year identification generated in 2021-22 and start receiving ATSI services for one year in 2022-23 based **two-year** success rate using 2018-19 and 2021-22 data.
  - Three-year identification generated in 2022-23 is based on the **two-year** success rate using 2021-22 and 2022-23 data and start receiving ATSI services for three-year between 2023-24 and 2025-26.
- ATSI to Priority
  - The next three-year identification will be generated in 2025-26.
  - A school that is identified in 2022-23 and again in 2025-26 will become Priority and start receiving CSI services in 2026-27.

ATSI Exit Criteria

- May exit annually by meeting one of the following:
  - One-year success rate for each student group identified exceeds the 10th percentile in the state for each student group in both two most recent years
  - One-year success rate for each student group identified exceeds the 15th percentile in the state for each student group in most recent year
  - Earn a TVAAS composite of 4 or 5 in all accountability subjects for both two most recent years for each identified student group
  - Graduating at least 67% of students for each student group in both two most recent year if identified for graduation rate

Plans for federal designations are pending USED Approval.

Reward Schools

- Identified every year
- Schools with an overall rating of 3.1 or higher (i.e., letter grade A)
- Reward schools cannot be a Focus school for a specific student group
  - A school with an overall rating of 3.2, yet is identified as a Focus school will receive a letter grade of B-

Accountability Timeline

Milestone	Process and Timeline
TCAP Assessment data files available	• The assessment data files, including TCAP, MSAA, and Grade 2 Assessment, will be released on the Accountability application on **July 11.** • Districts have 10 business days to review and submit appeals. • Finalized data files will be released on the Accountability application on **July 25.**
	• TCAP-Alt (science and social studies) will be released on the Accountability application on **August 8.** • Districts have 10 business days to review and submit appeals. • Finalized data files will be released on the Accountability application on **August 22.**
English Language Proficiency Assessment Data Files	• The WIDA ACCESS data files will be released on the Accountability application on **July 11.** • Districts have 10 business days to review and submit appeals. • Finalized data files will be released on the Accountability application on **July 25.**
Chronically Out of School data files available	• The assessment data files, including TCAP, MSAA, and Grade 2 Assessment, will be released on the Accountability application on **July 11.** • Districts have 10 business days to review and submit appeals. • Finalized data files will be released on the Accountability application on **July 25.**
Graduation Rate data files available	• The data files (i.e., 2020-21 graduating cohort) will be released on the Accountability application on **July 11.** • The files are ***not*** subject to appeals and are embargoed through **July 25.**
Ready Graduate data files available	• The *Ready Graduate*-related data files will be released on the Accountability application on **July 11.** • The files are ***not*** subject to appeals and are embargoed through **July 25.**
ACT/SAT substitution data available[154]	• The data files will be released on the Accountability application on **July 11.** • The files are ***not*** subject to appeals and are embargoed through **July 25.**
TVAAS data files available	• The data files will be released on the Accountability application on **August 1.** • The files are ***not*** subject to appeals and are embargoed through **August 15.**
Accountability data files and accountability designations available	• The accountability files and preliminary designations will be released on the Accountability application on **August 1.** • Districts have 10 business days to review and submit appeals. • Finalized data files will be released on the Accountability application on **August 15.** • Final accountability files and designations will be posted to the department's website on **August 15.**
Heat Map files available	• The accountability files and preliminary designations will be released on the Accountability application on **August 1.** • The files are ***not*** subject to appeals and are embargoed through **August 15.**
State Report Card available	• Report card data will be released under embargo in **late September/early October.** • Districts have 10 business days to review and submit appeals before public release.

Note. State Board typically reviews and approves the following school year's AMOs during the September meeting. The department will release the 2022-23 AMOs on the Accountability application within 5 working days.

Additional Resources

- [Assessment Participation Rate Overview](#)
- Coming soon
  - 2021-22 Accountability FAQ
  - Accountability Data File Appeals Guide
  - Letter Grade Guide
  - State Report Card Guide

Questions?

- You can always submit your questions to TNED.Accountability@tn.gov.
- Reminder:
  - District Accountability webinar at 10 a.m. CST on June 3, 2022.

Department of **Education**